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ABSTRACT

The guidelines for evaluation of junior college journalism courses have been undertaken by the Junior College Journalism Association in cooperation with the Association for Education in Journalism and with the assistance of many interested associations, including the American Society of Newspaper Editors. The major objectives of this program are to foster high standards of two-year college journalism education, to encourage equitable transfer of two-year college journalism credits, and to enhance the general compatibility of two- and four-year colleges in journalism education. One of the primary emphases of the guidelines is a localized Consultant Board which would act in a consultative/evaluative capacity to the two-year college journalism program and consider and evaluate such things as two-year college journalism programs and objectives, course contents, instructor qualifications, and instructional facilities. (LL)

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JUNIOR COLLEGE JOURNALISM ASSOCIATION

GUIDELINES FOR TWO-YEAR JOURNALISM COURSES AND PROGRAMS

These Guidelines represent several years of effort by many people, both from the senior institutions represented by the AEJ, ASJSA, AASDJ and ACEJ and from the member institutions of the Junior College Journalism Association. The first draft of the Guidelines was unanimously approved by the JCJA and AEJ in August, 1972.

STATEMENT OF OBJECTIVES

The Guidelines for evaluation of junior college journalism courses have been undertaken by the Junior College Journalism Association in cooperation with the Association for Education in Journalism and with the assistance of many interested associations, including the American Society of Newspaper Editors and others. Their purpose is to raise the standards of two-year college journalism where mutually beneficial and to make it possible for senior institutions to accept those journalism units proposed for transfer from community college journalism programs.

Heretofore, many four-year college journalism program administrators have been adverse to accepting two-year college journalism units toward the journalism degree, fearing inferior journalism instruction at that level.

These Guidelines include an informal evaluation plan whereby community college journalism programs can secure assistance in meeting the desired standards. It is JCJA's belief that the four-year journalism administrators, so assured, will be more willing to accept those journalism units that a transfer student brings with him.

At the same time, by establishing guidelines for adequate instruction, curriculum and resources, two-year college journalism programs will be strengthened, and a goal will be provided which may be conveyed to two-year college administrators and which may be used by journalism teachers in their planning.

Thus, the major objectives of this program are:

a. to foster high standards of two-year college journalism education;
b. to encourage equitable transfer of two-year college journalism credits;
c. to enhance the general compatability of two and four-year colleges in journalism education.

These Guidelines encompass:

a. two-year college journalism programs and objectives;
b. courses and their content;
c. instructor qualifications;
d. instructional facilities.

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CONSULTATION PROGRAM

One of the primary emphases of the Guidelines is a localized Consultant Board which will act in a consultative/evaluative capacity to the two-year college journalism program.

This one-day visit of the Consultant Board is by invitation of the two-year college journalism instructor and his administration only and is of no cost to the college.

It should be stressed that the standards of these Guidelines are based on qualitative performance, not on the size of the two-year program.

The input received as a result of these communications from the Consultant Board to the two-year college administrator and instructor can be immensely profitable to both the new and the established journalism program.

Most importantly, the Guidelines provide a standard of measurement. In this context, the broader, more experienced journalism program can receive assurance that its credits can be transferable to four-year institutions throughout the nation and not just in its locality because of a local agreement between two and four-year educators who know one another. The smaller or newer journalism program can also utilize the Guidelines as a standard, even for one course, and establish goals for upgrading and improving its offerings, or putting in a new program.

The Consultant Board

The Consultant Board would be made up of three members from the local area of the two-year college as follows:

a. a representative of a four-year journalism school to be recommended by a state four-year college journalism association or the AEJ working through the JCJA Articulation Committee and the Teaching Standards Committee;

b. a representative of a two-year journalism program recommended by a state or regional two-year college journalism association in consultation with the Articulation Committee of the JCJA, or in areas where no such state association exists, the JCJA Articulation Committee will make the recommendation;

c. a representative of the professional press from the area of the two-year college to be recommended by the JCJA Articulation Committee following consultation with the ASNE, SDX, ADME, NNA and other professional press associations.

The college to be visited may have the option of asking for a replacement for any of the members of the Board when they have been selected.

A two-year college administrator or journalism faculty member desiring the services of a Consultant Board would contact the JCJA Articulation Committee through the JCJA Executive Secretary. This committee would then provide the necessary arrangements for the two-year college. JCJA recognizes state or regional consultation or certification where it exists and this process would, as noted above, involve these state and regional two and four-year journalism organizations. Regional considerations as well as the Guidelines here included would be considered by the Consultant Board. Concurrent with this, JCJA encourages two-year journalism instructors to set up such organizations in their states.

There would be no cost to the college desiring this service, since it only involves one day at the college and utilizes local professionals for the Board members. The college would make arrangements for meals, etc., at its own discretion.

Consultant Board Report

Before its visit, the Consultant Board would be provided with information about the college and the journalism program. Guidelines for this would be provided by JCJA. Since the ultimate objective of this evaluation/consultation visit is a positive one for the two-year college, leading to growth for its program and benefits for its graduates, reactions and recommendations of the Consultant Board will go to the journalism instructor and his administration only.

In the event of a changeover in journalism instructor following the visit, especially in a two-year college where there is only one journalism instructor, the college would be encouraged to invite the Consultant Board back during the first year of the new instructor's tenure.

INSTRUCTION

Basic to quality journalism instruction on the two-year level are certain standards for those teaching the courses.

The Consultant Board will take all factors into consideration with regard to instructor qualifications. Thus, if an instructor has some educational qualifications (but not the minimum) and some professional experience (but less than the minimum), combined, this experience might qualify the instructor highly. In addition, proven competence in teaching journalism would be an over-riding factor in making up for deficiencies in any area.

Two sets of standards for two-year journalism instructors may be considered by the Consultant Board: first, for the person who completes the university program, and, second, for the person who comes to education from professional media experience.

Again, it should be noted that these standards are not retroactive, but for those who do not meet the standards of either

sequence, it is recommended that they secure either additional journalism courses or professional media experience.

As a minimum standard, an instructor should secure 18 hours of college journalism courses and the equivalent of a minimum of one year of full-time paid employment in the professional media.

Course/Degree Qualifications:
a. one degree (B.A. or M.A. or Ph.D.) should be in journalism or mass communications; if not
b. the minor should be in journalism and the instructor should have a minimum of one year full-time media experience in the field in which the major teaching effort is located (reporting, editing, photography, etc.)
c. in addition, course work should have been completed in
journalism ethics
communication law
history of journalism

Media Experience Qualifications
a. a minimum of two years full-time employment in the media;
b. courses completed on the university level in the major teaching field of the instructor (reporting, editing, etc.), preferably a minimum of 12 units;
c. course work completed in
journalism ethics
communication law
history of journalism

The instructor should also give evidence of current continuing professional growth in his field. Such evidence may include:
a. membership in professional organizations or participation in professional conferences within the past three years;
b. additional employment in the media subsequent to the assumption of teaching duties;
c. recent free-lance contributions to the media or publications in scholarly journals;
d. enrollment for additional course work related to the instructor's teaching assignment.

Workload

Establishment of the workload of the two-year college journalism faculty member should be made with full consideration of publication sponsorship duties.

Advisership to any regularly-issued publication should be equated in terms of released time from teaching. Size and frequency of publication should determine the number of released credit hours; but even for the small, less frequent publication, the minimum released time should be three semester hours or the equivalent in quarter hours per instructor advising. The total workload of the two-year college journalism faculty member should not exceed the prevailing average teaching load among teachers in other disciplines.

Since it is considered a conflict of interest, journalism instructors should not be required to do institutional public relations in addition to their regular journalism teaching duties. If necessary, public relations should be computed in the total workload so the instructor has no more than the average teaching load with public relations duties.

CURRICULUM

The two-year college seeking to transfer its journalism courses toward the journalism major and senior institution should seek to establish strong standards for the courses offered.

The range of courses that are recommended for transfer to senior colleges toward the required journalism curriculum may represent 33 percent of the sequence of journalism courses required by the senior institution for the journalism major, or 12 transferable credit hours (or the equivalent in quarter hours).

The 12 transferable credit hours may be selected from the following: introductory mass communications (survey course), reporting I, reporting II, basic editing, photojournalism, basic advertising, introduction to public relations, supervising publications work, introduction to broadcasting, or others, depending upon local needs, the meeting of guideline standards, and regional or state agreements.

In all of the courses to be considered for transfer in the subject matter involved rather than as journalism elective hours, the instructor or a college faculty member shall be present and in charge of all course contact hours.

Model courses of study are available for most of these courses from JCJA.

All evaluation and recommendations with regard to courses taught will be made upon the appropriateness of course objectives and whether and how well they are being met. It would be desirable that statistics be available where possible as to the success of students who graduate from the journalism program at the two-year college.

Instructional Recommendations

The college administration should provide sufficient support for the journalism program and adequately staff classes to meet student demand, providing space, secretarial support, released time for publication supervision, etc.

The student-faculty ratio in the journalism program for writing, editing and other production-oriented classes should not exceed 25:1.

Other areas to be considered in the consulting process are: Number of full-time journalism faculty, number of full-time equivalent instructors, number of journalism/communications majors and minors,

number of non-majors taking journalism courses, and the number of non-majors working on publications.

Liberal Arts Recommendations

Junior college journalism students should be advised to take the broadest scope possible of liberal arts courses, with preferably 75 percent of their courses falling into this category. The necessity of a broad liberal arts base for journalism students is well-recognized.

RESOURCES AND FACILITIES

The Consultant Board will use its own judgment as to the recommendations for equipment in a two-year college journalism program, considering the rate of equipment increase, the equipment base and basic references and resources available to the journalism program from other areas of the institution.

Minimum suggested guidelines include:

a. a phone in the newsroom (reporting/editing lab) for checking on story facts;
b. one typewriter per student in each laboratory or newsroom reporting situation;
c. basic references including dictionary, stylebook, thesaurus, campus directory, phone directory, atlas, quotation source book. These references should be located in the area of the reporting/editing lab;
d. representative newspapers for study and comparison;
e. in the event that copyreading and headline writing are offered, wire copy should be available for student use; if photography is offered, cameras and enlargers should be available for weekly use by each student enrolled;
f. basic requirements would also include a publication outlet for student-produced news copy.

The following are guide questions (and statements) in areas of importance against which the journalism program can measure its program prior to the visit of the Consultant Board:

Use of Professional Resources

1. How many times in the past semester have you had professionals as guests in the newswriting, editing and mass media courses?

2. How many times during the past semester have you had other faculty members speak?

3. List the speakers and their areas of expertise.

4. Have you used the editor-in-residence or other special program in the past year?

Physical Facilities

1. There is a typewriter for each student in the newswriting classes.
2. Photo lab facilities are adequate to provide each student in a photo course access to the facilities for at least three hours weekly.
3. Adequate classroom space is available for lecture and/or seminar type courses.
4. Production facilities are available and sufficient for students in publication production courses.
5. The instructors have adequate office space.
6. Publication laboratories have sufficient office and production equipment for the publications staff (i.e., telephone, desks, typewriters, etc.)

Availability of Resource Material

1. There is a variety of audio-visual equipment available, including slide projectors, tape recorders, overhead projectors, opaque projectors, movie projectors, etc.
2. There is a variety of audio-visual materials available, including movies, slides, tapes, etc.
3. Materials that are available are up-to-date.
4. Give examples and titles and frequency of use of A-V materials last semester.
5. How many journalism books are available on campus for student and instructor use?
6. Media-related professional journals, such as Journalism Quarterly, Quill, Editor and Publisher, Columbia Journalism Review, etc., are available for student and faculty use on campus.
7. Several local and national newspapers and magazines are available on campus for student and faculty use.

Publications

1. Is the campus newspaper published on campus--as part of a journalism laboratory?
2. Are other campus publications produced in journalism laboratory classes?
3. Do student publications staff members receive academic credit for their laboratory experience in producing the publication(s)?

4. How are the student publications governed?

5. Publication information regarding frequency of publication, type, financing, etc., should be readily available.

6. Is funding sufficient to publish a good quality publication regularly?

7. Do student editors receive compensation for their work, in form of salaries, grants, scholarships, etc.?

EVALUATION REPORT

The journalism program will be provided with a questionnaire prior to the consultation visit. The answers will be made available to the Consultant Board before their arrival on campus and this will serve as a basis for their visit. Written comments will be given to the journalism program and its administrators following the consultation.

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